CHRONICLE SURVEY

College Tuition Rates Expected to Continue Rising, but at Slower Pace

By JACK MAGARRELL

The rise in college tuition rates is expected to continue over the next two years, but at a slower pace.

A survey for *The Chronicle* of tuition projections at a national sample of 300 colleges and universities found that average increases projected at every type of institution were smaller for academic 1983-84 than for 1982-83, and even smaller for 1984-85. Unanticipated changes in financial conditions, of course, could alter current projections.

The average tuition rate at public institutions for the current academic year is $611, according to the survey—9.9. per cent more than last year's average. Tuition at public institutions is expected to go up by 7.9 per cent to an average of $659 next year and by 6.6. per cent to $702 in 1984-85.

At private institutions, this year's average tuition is $4,102, a one-year increase of 12.8 per cent, the survey shows. For next year, the projected average is $4,479, an increase of 9.2 per cent, and for 1984-85 it is $4,837, an increase of 8.0 per cent.

Most colleges and universities have not yet officially set tuition rates for next year. At public institutions in many states, the size of the tuition increase will depend on the level of appropriations, which will be decided by the legislatures in the next few months.

Prominent examples of institutions whose tuition will rise more slowly in the future are Princeton and Stanford Universities.

"The reduction in the general rate of inflation in the national economy, particularly in energy prices, has been especially important this year," said Princeton's provost, Neil L. Rudenstine. "One result of that change is that we have been able to begin to moderate the rate of increase in student charges from the level of the last two years."

Princeton's total charge to students—including board and room as well as tuition—was boosted 14.7 per cent last year, from $9,994 in 1981-82 to $11,468 in 1982-83.

Princeton officials have recommended increasing the charge for 1983-84 by 12.5 per cent, to $12,900.

Stanford trustees will be asked next month to approve a smaller increase than university officials had originally planned. Tuition alone, without board and room, is $8,200 at Stanford this year, an increase of 15.1 per cent over last year. The university's earlier projections, which were based on a long-term forecast predicting a 6-per-cent inflation rate, call for an increase of 12 per cent for 1983-84.

Because of changing economic conditions, Donald Kennedy, Stanford's president, said the actual increase could be "substantially lower."

The Chronicle Survey's data on current and projected tuition rates were obtained from a stratified random sample of 150 public and 150 private institutions. The survey was designed and conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo., specializing in higher-education studies.

Current and Projected Tuition Rates

	1982-83					1983-84					1984-85				
	Average tuition	1-year increase (a)	Average increase (b)	High (c)	Low (d)	Average tuition	1-year increase (a)	Average increase (b)	High (c)	Low (d)	Average tuition	1-year increase (a)	Average increase (b)	High (c)	Low (d)
Public															
Ph.D.-granting universities	$1,007	12.5%	12.7%	17.8%	7.6%	$1,096	8.9%	8.8%	12.5%	5.1%	$1,182	7.8%	7.9%	9.5%	6.4%
Other 4-year institutions	813	10.8%	11.4%	16.4%	6.4%	893	9.8%	9.6%	15.4%	3.9%	970	8.7%	8.1%	12.2%	3.9%
All 4-year institutions	862	11.3%	11.7%	16.7%	6.7%	944	9.5%	9.0%	14.7%	4.2%	1,024	8.4%	8.0%	11.6%	4.5%
2-year colleges	480	6.6%	8.8%	17.3%	0.2%	511	6.4%	7.3%	11.8%	1.5%	535	4.8%	4.8%	10.2%	0.2%
All institutions	611	9.9%	9.8%	17.1%	2.4%	659	7.9%	7.6%	12.8%	2.4%	702	6.6%	6.2%	10.7%	1.7%
Private															
Comprehensive institutions (e)	$4,483	13.2%	12.8%	15.3%	10.2%	$4,917	9.7%	9.6%	11.3%	7.9%	$5,357	8.9%	8.8%	10.3%	7.3%
Liberal-arts colleges															
Selective	6,548	13.6%	13.6%	16.4%	10.9%	7,184	9.7%	9.6%	11.6%	7.9%	7,779	8.3%	8.4%	9.7%	7.0%
Less selective	3,778	11.9%	11.7%	15.3%	8.1%	4,099	8.5%	9.0%	11.9%	6.2%	4,376	6.8%	6.8%	9.4%	4.1%
All private 4-year institutions	4,519	13.1%	12.6%	15.5%	9.7%	4,943	9.4%	9.5%	11.7%	7.3%	5,348	8.2%	7.9%	9.9%	6.0%
2-year colleges	2,563	11.5%	11.9%	16.4%	7.5%	2,761	7.8%	7.8%	11.0%	4.4%	2,949	6.8%	7.3%	10.0%	4.1%
All private institutions	4,102	12.8%	12.5%	15.7%	9.2%	4,479	9.2%	9.1%	11.6%	6.7%	4,837	8.0%	7.8%	9.9%	5.6%

Total student costs †

	1982-83					1983-84					1984-85				
	Average	1-year increase (a)	Average increase (b)	High (c)	Low (d)	Average	1-year increase (a)	Average increase (b)	High (c)	Low (d)	Average	1-year increase (a)	Average increase (b)	High (c)	Low (d)
Public 4-year institutions	$3,720	6.8%	7.6%	11.8%	3.4%	$3,955	6.3%	5.9%	9.0%	2.7%	$4,221	6.8%	6.3%	8.6%	4.0%
Private 4-year institutions	7,382	11.9%	11.4%	14.9%	7.9%	8,077	9.4%	9.4%	12.7%	6.1%	8,760	8.4%	8.2%	10.4%	6.1%

(a) Increase of the average amount over the average for the previous year.
(b) Average of the percentage increases reported.
(c) About one-fifth of the increases were higher than the "high" percentage (mean increase plus one mean deviation).
(d) About one-fifth of the increases were lower than the "low" percentage (mean increase minus one mean deviation).
(e) Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
† Includes tuition and fees, board and room, books and supplies, transportation, and personal expenses.

Note: Survey data are based on responses from a stratified random sample of 150 private institutions and 150 public institutions. The response rates were 63 per cent for private institutions and 55 per cent for public institutions. Figures for 1982-83 are based on actual current rates; figures for the two following academic years are based on projections by the institutions reporting. Data for "all 4-year institutions" and "all institutions" are weighted according to the distribution of institutions by type. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Panel Doubts Private Services' Claims that Large Amounts of Aid Go Unused

SACRAMENTO, CAL.

Responding to the proliferation of computerized services that claim to help students find private sources of financial aid, the California Student Aid Commission released a report last week that raises questions about the accuracy and usefulness of the information provided by such companies.

The claim by many computerized scholarship services that large amounts of financial aid go unused "could not be documented," said Arthur S. Marmaduke, director of the student-aid commission, which administers state and federal aid programs in California.

At a time when government grants and loans have been curtailed, the commission has seen a surge of interest in the services provided by companies that promise to help locate less-well-known sources of private aid. For a fee, the companies match information about a student's background and interests with the criteria applied by private organizations in awarding aid. They then provide the customer with a list of potential donors.

Although some college officials see the computer services as potentially helpful in saving students time and trouble in finding additional funds, others have complained that students could get the same information free from reference books and their campus financial-aid advisers. In a lawsuit now pending in a state court, New York City's Department of Consumer Affairs has accused one of the oldest computer-matching companies, Scholarship Search, of misleading consumers in its advertising and failing to make good on its claims.

The burgeoning search industry has been under study for more than a year by an *ad hoc* committee of the California commission. Based on a survey of 45 computer-matching companies and a review of scholarship listings provided to selected high-school students, the committee concluded in its report that the quality of the services varied widely and that the companies did not consistently live up to their claims.

In many cases, advertisements promoting the services assert that more than $100-million in financial aid goes unused each year.

But, in releasing his commission's report, Mr. Marmaduke said that "the popular impression that large amounts of aid go 'unclaimed' each year could not be documented by the commission."

"Clearly there is some unclaimed student assistance," he said. "But our experience with California colleges suggests that the amount of unused student aid is infinitesimally small."

Mary Ann Maxin, executive director of Scholarship Search, said she stood by her company's claim that over $135-million in aid has gone unclaimed, although she acknowledged it was only an estimate. If anything, Ms. Maxin contended, the figure understates the amount of aid that goes unused.

The California panel's report also concluded that "there appears to be little matching of students and aid resources." For example, it said, one student who received scholarship listings from a computer service was not eligible for aid from 11 of the 18 sources cited.

However, the committee found that all the companies surveyed promised refunds to students who were not eligible for aid from a specified number of the sources whose names they received.

In cases where students did receive aid from the sources provided by the computer services, Mr. Marmaduke said, "we observed that this was aid that would not have otherwise been received."

Of the 27 companies that responded to the commission's survey, 19 have been established within the past 3 years and only 4 maintain their own files on sources of aid, the report said.

Sixteen of the other services used files supplied by Academic Guidance Services, a company based in Marlton, N.J.

Although the copyright of A.G.S. appears on the forms supplied by companies using its files, the report said, "it is not obvious to the uninformed consumer which organizations are using the same data base."

Ed Rosenwasser, president of Student College Aid in Houston, justified his company's use of the A.G.S. files, saying, "They do a better job of updating the data base than I could."

Mr. Rosenwasser acknowledged that processing errors did sometimes result in students' receiving listings for scholarships for which they are not eligible. But he said that only 6 per cent of his customers had received refunds under his policy of returning fees to those who do not receive at least five suitable listings.

—JANET HOOK

Freshmen Aim to Make Money, but Shift Slightly to Left Politically

LOS ANGELES

More college freshmen have their sights fixed on making big money, while fewer indicate concern for the problems of society, a national survey comparing this year's new students with last year's has found.

There was a slight shift to the left in the students' political alignment.

While about three-fifths of the freshmen consider themselves in the middle of the road politically, the proportion classifying themselves as liberal or on the far left increased from 19.7 per cent last year to 20.7 per cent this year, and the proportion who said they were conservative or on the far right declined from 20.7 per cent to 19.4 per cent.

Support for increased spending for national defense was indicated by 38.8 per cent of the freshmen this year. The survey did not ask about defense spending in previous years.

This year's freshmen showed increased support for taxing the rich—72.1 per cent this year, compared with 71 per cent last year.

Freshman support for legalization of marijuana dropped in the past year from 34 per cent to 29.4 per cent. Preferential treatment of disadvantaged students in college admissions was backed by 35.5 per cent of the freshmen this year, compared with 37.2 per cent last year.

The survey of freshman characteristics and attitudes is conducted each fall for the American Council on Education and the University of California at Los Angeles by Alexander W. Astin, a professor of education at U.C.L.A.

Data for the survey were gathered from 188,692 freshmen entering 350 colleges and universities in the fall of 1982.

The students' responses were adjusted statistically to represent the total of about 1.74 million freshmen on American campuses this year.

"Being very well-off financially" was endorsed as "very important" goal by 68.9 per cent of this year's freshmen, compared with 65.2 per cent last year and 43.5 per cent in 1967.

Being able to make more money was rated as a "very important" reason for going to college by 69.8 per cent, compared with 67 per cent last year and 49.9 per cent in 1967.

The proportion of freshmen endorsing the goal of helping promote racial understanding declined from 35.8 per cent in 1977-78 to 31 per cent in 1981-82 and to 30.7 per cent in 1982-83. The goal of "helping others in difficulty" was endorsed by 61.6. per cent this year, compared with 62.9 per cent last year and 66 per cent in 1975

The goal of participating in programs to clean up the environment was endorsed by 44.6 per cent of the freshmen in 1972, but that support dwindled to 24.8 per cent last year and 22.9 per cent this year.

"Developing a meaningful philosophy of life" continued its decline as a goal of college freshmen. Cited by 82.9 per cent in 1967, it was endorsed by 49 per cent last year and 46.7 per cent this year.

This year's freshmen have shown increasing interest in careers in business, engineering, and computer fields. Interest has declined in college teaching, scientific research, and social work, according to the survey.

Copies of the survey report, *The American Freshman: National Norms for Fall, 1982*, are available for $7.50 each from the Cooperative Institutional Research Program, Graduate School of Education, 405 Hilgard Avenue, University of California, Los Angeles 90024.

—JACK MAGARRELL

College to Equip All Dorm Rooms with Terminals

LINCOLN, NEB.

A computer terminal in every dormitory room is planned by Union College here.

College officials have approved spending $400,000 to buy 500 terminals for installation by next fall.

Dean Hubbard, president of Union, said the college would pay for the additional terminals with money from gifts, from the sale of computer time to others, and from a tuition increase of $50 per semester.

The college already has 100 terminals for student use—one for every 10 students on the campus.

The 500 new terminals, one for each dormitory room, will be connected directly to the college's central computer. From 70 to 100 of the terminals can be used at the same time.

Benefits for Faculty

Mr. Hubbard said the expansion of the college's computer system would permit greater use by faculty members. The college already pays a share of the cost of computer terminals in faculty members' homes, for those who want them.

The college may make home terminals available free to faculty members who reach a certain level of proficiency, the president said.

Beginning next fall, each student will be required to take a computer-literacy course or pass a test to demonstrate that they are familiar with computer systems.

Printers on Every Floor

Students taking English courses will be able to write their papers on the dorm-room terminals. A gift to the college has provided funds for printers on each floor to give students a copy of their computer work.

Instructors in home economics already are making assignments requiring computer use and the college's music division is exploring computer applications in that field, Mr. Hubbard said.

Eventually, he said, students in their dormitory rooms will be able to search a computerized catalogue of the college library's holdings.

Union, a Seventh-day Adventist college, provides computer services for Bellevue and York Colleges, the Lincoln School of Commerce, and Seventh-day Adventist offices in nine states, Mr. Hubbard said.

—JACK KENNEDY

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FACT-FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 188,000 students who entered college in the fall of 1982

Characteristics

Age by December 31, 1982:	
16 or younger	0.1%
17	2.5%
18	74.2%
19	18.9%
20	1.8%
21	1.3%
22	0.6%
23-25	0.4%
26-29	0.1%
30 or older	0.0%
Racial background:	
White	88.2%
Black	8.5%
American Indian	1.0%
Oriental	1.4%
Mexican	0.9%
Puerto Rican	0.9%
Other	1.4%
Average grade in high school:	
A or A+	9.6%
A-	11.4%
B+	19.3%
B	26.5%
B-	13.9%
C+	12.0%
C	7.1%
D	0.4%
Academic rank in high school:	
Top 20%	39.6%
Second 20%	23.2%
Middle 20%	30.6%
Fourth 20%	5.8%
Lowest 20%	0.9%
Year of high-school graduation:	
1982	94.0%
1981	2.8%
1980	0.8%
1979 or earlier	1.5%
H. S. equivalency (G. E. D. test)	0.7%
Never completed high school	0.2%
Marital status:	
Not presently married	98.8%
Married, living with spouse	0.9%
Married, not living with spouse	0.3%
Veteran:	
No	98.7%
Yes	1.3%
Have had remedial work in:	
English	5.3%
Reading	5.1%
Mathematics	7.6%
Social studies	3.9%
Science	3.9%
Foreign language	3.3%
Will need remedial work in:	
English	11.3%
Reading	4.4%
Mathematics	22.1%
Social studies	2.6%
Science	9.3%
Foreign language	7.5%
Disabled:	
No	94.6%
Yes	5.4%
Type of disability:	
Hearing	8.7%
Speech	1.9%
Visual	45.8%
Orthopedic	13.1%
Learning	6.0%
Health-related	10.7%
Other	7.1%
Does handicap require architectural changes?	
No	98.1%
Yes	1.9%
Residence planned during fall term:	
With parents, relatives	33.1%
Other private home or apartment	5.8%
College dormitory	58.2%
Fraternity/sorority house	0.5%
Other campus housing	1.4%
Other	0.9%

Residence preferred during fall term:	
With parents or relatives	19.4%
Other private home or apartment	25.8%
College dormitory	43.8%
Fraternity/sorority house	5.0%
Other campus housing	3.8%
Other	2.2%
Current religious preference:	
Jewish	3.0%
Protestant	33.7%
Roman Catholic	38.9%
Other	17.2%
None	7.3%
Father's religious preference:	
Jewish	3.5%
Protestant	35.8%
Roman Catholic	37.8%
Other	16.5%
None	6.5%
Father's occupation:	
Artist (incl. performer)	0.9%
Businessman	29.6%
Member of clergy or religious worker	1.0%
Engineer	9.0%
Farmer or forester	3.9%
Lawyer	1.6%
Military man	1.8%
Physician or dentist	2.2%
Other health professional	1.4%
Research scientist	0.6%
Teacher or administrator, college	1.0%
Teacher or administrator, elementary	0.6%
Teacher or administrator, secondary	3.5%
Worker, skilled	11.1%
Worker, semiskilled	5.0%
Worker, unskilled	3.3%
Other occupation	21.4%
Unemployed	2.1%
Father's education:	
Grammar school or less	4.5%
Some high school	10.0%
High-school diploma	29.6%
Postsecondary other than college	4.6%
Some college	13.4%
College degree	20.1%
Some graduate school	2.3%
Graduate degree	15.4%
Mother's religious preference:	
Jewish	3.3%
Protestant	36.5%
Roman Catholic	39.4%
Other	17.2%
None	3.5%
Mother's occupation:	
Artist (incl. performer)	1.4%
Businesswoman	10.1%
Member of clergy or religious worker	0.1%
Clerical worker	11.5%
Engineer	0.1%
Farmer or forester	0.4%
Homemaker (full time)	22.8%
Lawyer	0.1%
Nurse	7.7%
Physician or dentist	0.3%
Other health professional	1.8%
Research scientist	0.1%
Social, welfare, or recreation worker	1.2%
Teacher or administrator, college	0.3%
Teacher or administrator, elementary	5.9%
Teacher or administrator, secondary	3.3%
Worker, skilled	2.01%
Worker, semiskilled	3.5%
Worker, unskilled	2.4%
Other occupation	17.2%
Unemployed	8.0%
Mother's education:	
Grammar school or less	3.0%
Some high school	8.0%
High-school diploma	41.2%
Postsecondary other than college	7.3%
Some college	14.6%
College degree	17.0%
Some graduate school	2.1%
Graduate degree	6.8%

Twin status	
No	98.2%
Yes, identical	0.6%
Yes, fraternal	1.2%
Students estimate chances are very good that they will:	
Change major field	11.9%
Change career choice	11.0%
Fail one or more courses	1.4%
Graduate with honors	11.8%
Be elected to student office	2.8%
Get a job to pay college expenses	39.1%
Work full time while attending college	3.2%
Join a social fraternity or sorority	16.1%
Live in a coeducational dormitory	28.2%
Play football or basketball	4.6%
Be elected to an honor society	6.7%
Make at least a B average	41.3%
Need extra time to complete degree	5.2%
Need tutoring in some courses	9.4%
Work at outside job	21.3%
Seek vocational counseling	5.6%
Seek individual counseling	3.6%
Get a bachelor's degree	65.0%
Participate in student protests	4.1%
Drop out temporarily	1.1%
Drop out permanently	0.8%
Transfer to another college	10.5%
Be satisfied with college	55.4%
Find employment in preferred field	69.6%
Marry while in college	4.8%
Marry within a year after college	16.6%
Number of other colleges applied to for admission this year:	
None	38.6%
One	16.7%
Two	16.7%
Three	13.6%
Four	6.8%
Five	3.7%
Six or more	3.9%
Number of other college acceptances this year:	
None	45.0%
One	19.9%
Two	16.7%
Three	10.6%
Four	4.5%
Five	1.8%
Six or more	1.5%
College attended is student's:	
First choice	73.6%
Second choice	19.9%
Third choice	4.4%
Other	2.1%
Distance from home to college:	
5 miles or less	9.7%
6-10 miles	10.8%
11-50 miles	25.6%
51-100 miles	16.3%
101-500 miles	29.6%
More than 500 miles	7.9%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	33.1%
Could not find job	7.4%
Wanted to get away from home	10.1%
To be able to get a better job	77.9%
To gain general education	66.2%
To improve reading and study skills	39.5%
Nothing better to do	2.3%
To become a more cultured person	33.8%
To be able to make more money	69.8%
To learn more about things	72.5%
To meet new, interesting people	54.6%
To prepare for graduate school	45.4%

Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.6%
Teacher's advice	4.0%
Good academic reputation	53.5%
Offered financial assistance	16.7%
Not accepted anywhere else	2.7%
Advice of former student	14.9%
Offers special programs	25.5%
Low tuition	20.6%
Advice of guidance counselor	7.7%
Wanted to live at home	11.1%
Friend's suggestion	7.2%
Recruited by college	4.3%
Highest degree planned at college attended:	
None	4.0%
Associate (or equiv.)	28.5%
Bachelor's	50.7%
Master's	10.7%
Ph.D. or Ed.D.	1.5%
M.D., D.O., D.D.S., or D.V.M.	1.5%
LL.B. or J.D.	1.0%
B.D. or M.Div.	0.3%
Other	1.7%
Highest degree planned anywhere:	
None	1.9%
Associate (or equiv.)	8.3%
Bachelor's	38.3%
Master's	30.5%
Ph.D. or Ed.D.	8.2%
M.D., D.O., D.D.S., or D.V.M.	6.0%
LL.B. or J.D.	4.3%
B.D. or M.Div.	0.5%
Other	2.1%
Probable field of study:	
Accounting	6.2%
Aeronautical engineering	1.2%
Agriculture	1.9%
Anthropology	0.1%
Architecture, urban planning	0.9%
Art, fine and applied	2.1%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.5%
Biological sciences (misc.)	0.6%
Biology (general)	1.5%
Botany	0.1%
Building trades	0.3%
Business (misc.)	1.2%
Business administration (general)	7.1%
Business education	0.2%
Chemical engineering	1.2%
Chemistry	0.8%
Civil engineering	0.9%
Communications	2.1%
Computer science	4.4%
Data processing, computer programming	4.0%
Drafting or design	0.6%
Earth science	0.3%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engineering	4.0%
Electronics	0.9%
Elementary education	2.3%
Engineering (misc.)	2.3%
English	0.8%
Ethnic studies	0.0%
Finance	0.9%
Foreign language	0.5%
Geography	0.0%
Health technology	1.5%
History	0.5%
Home economics	0.4%
Industrial engineering	0.5%
Forestry	0.7%
Journalism	1.5%
Law enforcement	1.5%
Library science	0.0%
Management	4.4%
Marine science	0.1%
Marine-life science	0.3%
Marketing	1.9%
Mathematics	0.6%
Mechanical engineering	2.5%
Mechanics	0.5%

Probable field of study (Continued):	
Microbiology or bacteriology	0.3%
Military science	0.1%
Music	1.1%
Music or art education	0.3%
Nursing	4.0%
Pharmacy	0.4%
Philosophy	0.1%
Physical education	1.2%
Physical sciences (misc.)	0.2%
Physics	0.3%
Political science	1.9%
Pre-dental, pre-medical, pre-veterinary	3.1%
Professional (misc.)	1.3%
Psychology	2.1%
Secondary education	0.6%
Secretarial studies	2.5%
Social work	0.9%
Social sciences (misc.)	0.2%
Sociology	0.2%
Special education	1.0%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.7%
Theology and religion	0.2%
Therapy	1.7%
Women's studies	0.0%
Zoology	0.4%
Other fields	1.2%
Other technical fields	0.6%
Undecided	4.6%
Probable career occupation:	
Accountant or actuary	5.8%
Actor or entertainer	0.9%
Architect or urban planner	1.4%
Artist	1.7%
Business (clerical)	1.9%
Business executive	10.5%
Business proprietor	2.7%
Business salesperson or buyer	1.2%
Clergy (minister or priest)	0.2%
Clergy (misc.)	0.1%
Clinical psychologist	0.9%
Computer programmer or analyst	8.8%
Conservationist or forester	0.9%
Dentist	0.7%
Dietitian or home economist	0.3%
Educator (college)	0.2%
Educator (elementary)	3.0%
Educator (secondary)	1.7%
Engineer	12.0%
Farmer or rancher	1.2%
Foreign-service worker	0.5%
Homemaker (full time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.1%
Lab technician or hygienist	1.3%
Law-enforcement officer	1.2%
Lawyer or judge	4.3%
Military person	0.9%
Musician	1.1%
Nurse	4.0%
Optometrist	0.2%
Pharmacist	0.4%
Physician	3.6%
Research scientist	1.5%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or recreation worker	1.1%
Statistician	0.1%
Therapist	2.0%
Veterinarian	1.2%
Skilled trades	1.6%
Other occupation	6.6%
Undecided	9.51%
Estimated parental income:	
Less than $4,000	2.9%
$4,000-$5,999	2.2%
$6,000-$7,999	2.4%
$8,000-$9,999	2.9%
$10,000-$12,499	5.2%
$12,500-$14,999	5.0%
$15,000-$19,999	9.1%
$20,000-$24,999	13.2%
$25,000-$29,999	11.5%
$30,000-$34,999	12.0%

Continued on Following Page

FACT-FILE—Continued

Estimated parental income (Continued):	
$35,000-$39,999	8.5%
$40,000-$49,999	10.6%
$50,000-$99,999	11.3%
$100,000 or more	3.3%
Number of parents' dependents:	
One	5.8%
Two	10.7%
Three	21.2%
Four	27.4%
Five	20.4%
Six or more	14.5%
Number of other dependents currently attending college:	
None	65.4%
One	25.0%
Two	6.8%
Three or more	2.9%
Concern about financing college:	
None	31.6%
Some	51.2%
Much	17.2%
Support from parental aid:	
None	28.2%
$1-$499	16.8%
$500-$999	10.2%
$1,000-$1,499	8.0%
$1,500-$2,000	7.8%
Over $2,000	29.0%
Support from spouse:	
None	99.2%
$1-$499	0.4%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.0%
Support from spouse (Continued):	
Over $2,000	0.2%
Support from Pell Grant:	
None	76.8%
$1-$499	7.4%
$500-$999	6.4%
$1,000-$1,499	4.7%
$1,500-$2,000	2.9%
Over $2,000	1.9%
Pell Grant:	
Heard of the program	57.7%
Applied for aid	38.1%
Qualified for aid	23.5%
Support from Supplemental Educational Opportunity Grant:	
None	94.3%
$1-$499	2.5%
$500-$999	1.6%
$1,000-$1,499	0.9%
$1,500-$2,000	0.4%
Over $2,000	0.2%
Support from state scholarship or grant:	
None	85.6%
$1-$499	6.9%
$500-$999	4.0%
$1,000-$1,499	2.0%
$1,500-$2,000	0.8%
Over $2,000	0.7%
Support from college grant:	
None	88.1%
$1-$499	3.6%
$500-$999	2.8%
$1,000-$1,499	2.0%
$1,500-$2,000	1.1%
Support from college grant (Continued):	
Over $2,000	2.4%
Support from College Work-Study grant:	
None	88.2%
$1-$499	4.5%
$500-$999	4.4%
$1,000-$1,499	2.3%
$1,500-$2,000	0.5%
Over $2,000	0.2%
Support from personal GI benefits:	
None	99.4%
$1-$499	0.2%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from parent's GI benefits:	
None	99.2%
$1-$499	0.3%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from other private grants:	
None	92.7%
$1-$499	3.3%
$500-$999	1.8%
$1,000-$1,499	1.1%
$1,500-$2,000	0.5%
Over $2,000	0.7%
Support from full-time employment:	
None	98.1%
$1-$499	0.8%
$500-$999	0.5%
Support from full-time employment (Continued):	
$1,000-$1,499	0.2%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from part-time employment:	
None	76.3%
$1-$499	15.6%
$500-$999	5.3%
$1,000-$1,499	1.7%
$1,500-$2,000	0.5%
Over $2,000	0.6%
Support from summer work:	
None	58.7%
$1-$499	19.8%
$500-$999	11.6%
$1,000-$1,499	5.7%
$1,500-$2,000	2.4%
Over $2,000	1.8%
Support from savings:	
None	81.5%
$1-$499	10.7%
$500-$999	3.3%
$1,000-$1,499	1.8%
$1,500-$2,000	1.0%
Over $2,000	1.6%
Federal Guaranteed Student Loan:	
Heard of program	48.5%
Applied for aid	22.5%
Qualified for aid	19.0%
Support from federal Guaranteed Student Loan:	
None	79.2%
$1-$499	1.8%
$500-$999	2.3%
$1,000-$1,499	3.3%
$1,500-$2,000	4.2%
Over $2,000	9.2%
Support from college loan:	
None	96.5%
$1-$499	0.8%
$500-$999	0.7%
$1,000-$1,499	0.5%
$1,500-$2,000	0.6%
Over $2,000	0.9%
Support from National Direct Student Loan:	
None	93.8%
$1-$499	1.4%
$500-$999	1.7%
$1,000-$1,499	1.4%
$1,500-$2,000	0.7%
Over $2,000	1.0%
Support from other loan:	
None	95.9%
$1-$499	0.8%
$500-$999	0.8%
$1,000-$1,499	0.7%
$1,500-$2,000	0.7%
Over $2,000	1.2%
Support from Social Security benefits:	
None	96.8%
$1-$499	1.3%
$500-$999	0.7%
$1,000-$1,499	0.5%
$1,500-$2,000	0.3%
Over $2,000	0.4%
Other sources of support:	
None	97.0%
$1-$499	1.1%
$500-$999	0.4%
$1,000-$1,499	0.3%
$1,500-$2,000	0.2%
Over $2,000	1.0%

Attitudes

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Political views:													
Far left	2.1%	1.5%	1.8%	1.9%	2.9%	2.0%	2.0%	1.5%	1.3%	1.3%	1.5%	5.3%	4.2%
Liberal	18.5%	19.4%	18.9%	16.7%	18.4%	18.6%	24.6%	18.3%	18.6%	19.8%	25.3%	22.8%	32.3%
Middle of the road	55.9%	63.7%	59.8%	64.9%	58.9%	60.2%	53.0%	53.9%	60.8%	57.5%	48.8%	50.5%	45.9%
Conservative	22.0%	14.9%	18.4%	15.6%	18.1%	18.1%	19.3%	25.2%	18.2%	20.6%	23.2%	18.6%	15.6%
Far right	1.5%	0.6%	1.0%	0.9%	1.7%	1.1%	1.1%	1.1%	1.1%	0.9%	1.1%	2.7%	2.0%
Agree strongly or somewhat that:													
Government isn't protecting consumer	64.4%	73.1%	68.8%	70.7%	70.9%	70.5%	69.7%	66.8%	68.4%	64.6%	62.4%	77.4%	80.5%
Government isn't controlling pollution	74.9%	82.2%	78.6%	78.6%	77.0%	79.2%	81.2%	78.8%	80.5%	76.6%	79.7%	79.1%	82.1%
Government should discourage the use of energy	74.5%	80.8%	77.6%	76.5%	77.1%	78.5%	79.8%	77.2%	78.8%	77.6%	79.2%	75.8%	76.9%
Military spending should be increased	47.9%	29.9%	38.8%	40.7%	44.4%	40.1%	31.7%	37.5%	30.3%	39.0%	31.5%	41.3%	31.1%
Criminals have too many rights	74.3%	65.5%	69.8%	71.1%	66.4%	69.3%	67.3%	69.9%	69.1%	70.5%	67.7%	56.9%	53.6%
Inflation is the country's biggest domestic problem	75.9%	81.9%	78.9%	82.3%	80.4%	80.5%	74.4%	75.9%	77.4%	75.5%	69.8%	83.6%	82.4%
The death penalty should be abolished	23.1%	33.5%	28.4%	26.6%	30.3%	29.0%	30.8%	29.7%	35.8%	27.1%	31.1%	45.5%	48.2%
Government should provide a national health-care plan	54.4%	60.5%	57.5%	61.3%	59.5%	59.9%	57.3%	51.0%	57.4%	50.7%	50.4%	75.0%	74.7%
Abortion should be legalized	53.7%	55.9%	54.8%	53.3%	54.4%	54.8%	62.7%	47.0%	34.8%	59.1%	58.2%	61.4%	62.7%
Grading in high school is too easy	55.1%	54.0%	54.5%	52.8%	43.5%	53.2%	57.3%	57.7%	55.2%	58.4%	60.5%	38.1%	45.2%
Women's activities should be confined to the home	33.6%	17.6%	25.5%	27.7%	30.9%	25.2%	22.1%	27.6%	22.4%	23.0%	19.7%	32.1%	27.4%
Couples should live together before marriage	48.3%	37.5%	42.8%	47.3%	43.3%	40.8%	47.9%	28.4%	32.1%	40.4%	42.2%	48.6%	44.1%
Large families should be discouraged	42.4%	32.3%	37.3%	37.8%	35.4%	35.9%	39.0%	37.8%	25.6%	39.6%	36.7%	30.9%	28.4%
Divorce laws should be liberalized	46.8%	42.5%	44.6%	48.9%	48.2%	44.8%	44.3%	32.7%	32.7%	42.2%	39.4%	57.9%	57.2%
It is all right for people who like each other to have sex	64.0%	32.8%	48.2%	52.3%	45.2%	47.1%	51.5%	33.2%	33.6%	46.1%	47.1%	54.5%	48.0%
Women should have job equality	88.2%	96.6%	92.5%	91.6%	88.7%	92.7%	94.1%	92.0%	94.1%	93.2%	94.9%	91.8%	92.6%
The rich should pay a larger share of taxes	72.4%	71.7%	72.1%	75.0%	69.5%	75.2%	68.4%	70.5%	70.7%	68.4%	61.7%	78.6%	78.2%
Marijuana should be legalized	32.5%	26.4%	29.4%	32.2%	30.1%	27.7%	32.8%	19.3%	22.5%	28.6%	29.1%	34.9%	31.6%
Busing to achieve racial balance is all right	43.8%	49.8%	46.8%	50.3%	55.3%	48.2%	47.5%	44.4%	43.1%	38.8%	41.6%	70.2%	71.7%
Homosexual relations should be prohibited	57.0%	37.6%	47.2%	51.3%	56.2%	47.6%	39.0%	53.7%	41.1%	43.1%	32.9%	52.8%	47.1%
College has the right to regulate off-campus behavior	15.9%	13.2%	14.5%	15.0%	20.5%	15.2%	13.3%	18.6%	12.8%	11.5%	12.5%	27.8%	25.5%
Students should help evaluate faculty members	69.9%	70.0%	70.0%	68.4%	65.4%	69.6%	71.7%	69.6%	70.1%	72.9%	73.5%	63.8%	65.6%
College grades should be abolished	17.1%	12.4%	14.7%	15.7%	20.4%	14.5%	14.2%	13.2%	13.2%	13.4%	12.6%	22.1%	17.6%
Student publications should be regulated	39.3%	41.9%	40.6%	43.9%	48.9%	41.8%	35.4%	47.4%	39.7%	34.5%	29.5%	54.4%	52.6%
Objectives considered essential or very important:													
Achieving in a performing art	10.6%	12.8%	11.7%	8.6%	13.5%	13.3%	15.6%	14.1%	11.5%	12.3%	15.1%	17.7%	16.0%
Becoming an authority in his or her field	75.1%	71.9%	73.5%	70.3%	72.4%	75.5%	75.0%	71.4%	71.8%	76.6%	77.1%	79.8%	83.8%
Obtaining recognition from colleagues	57.1%	53.6%	55.3%	51.1%	54.6%	57.7%	58.7%	50.7%	53.6%	59.6%	60.5%	62.9%	68.6%
Influencing the political structure	18.1%	11.7%	14.8%	11.5%	14.9%	15.6%	18.1%	15.8%	16.0%	16.7%	21.4%	23.8%	31.1%
Influencing social values	28.6%	33.6%	31.1%	27.4%	34.0%	32.8%	33.6%	36.8%	35.1%	31.5%	34.4%	42.5%	48.1%
Raising a family	66.2%	67.9%	67.1%	65.4%	65.2%	67.1%	66.3%	70.5%	72.3%	68.6%	69.1%	56.0%	60.2%
Having administrative responsibility	41.9%	39.1%	40.5%	39.6%	40.9%	42.7%	38.1%	36.2%	39.7%	42.1%	39.7%	49.5%	48.4%
Being very well-off financially	73.1%	64.9%	68.9%	70.8%	66.6%	69.8%	66.5%	58.0%	61.9%	70.7%	66.9%	82.9%	81.3%
Helping others who are in difficulty	53.5%	69.4%	61.6%	57.3%	61.9%	64.4%	63.3%	68.6%	67.9%	61.4%	65.5%	71.7%	74.9%
Making a contribution to scientific theory	18.1%	10.4%	14.2%	12.6%	12.2%	13.9%	15.5%	12.1%	11.8%	16.9%	20.1%	17.3%	24.2%
Writing original works	11.1%	12.1%	11.6%	9.0%	11.9%	11.8%	16.0%	12.7%	12.0%	12.7%	16.6%	13.7%	17.2%
Creating artistic works	10.9%	13.9%	12.4%	10.8%	18.8%	12.0%	17.3%	12.1%	12.6%	12.6%	12.5%	15.7%	14.3%
Being successful in his or her own business	54.7%	44.8%	49.7%	49.1%	56.7%	48.9%	50.9%	46.9%	46.4%	50.7%	49.7%	66.2%	66.0%
Helping clean up environment	25.3%	20.5%	22.9%	22.1%	24.4%	23.5%	25.4%	22.5%	21.1%	22.7%	22.0%	32.7%	31.9%
Developing a philosophy of life	46.0%	47.5%	46.7%	40.1%	46.3%	47.9%	52.7%	52.1%	52.1%	50.1%	58.5%	58.5%	64.3%
Participating in community action	21.2%	24.4%	22.8%	18.2%	25.3%	25.0%	25.7%	26.3%	26.0%	24.5%	27.3%	37.2%	43.1%
Promoting racial understanding	28.7%	32.5%	30.7%	24.3%	32.3%	34.9%	38.1%	35.4%	33.6%	30.0%	39.7%	64.1%	72.1%
Keeping up with political affairs	43.4%	33.1%	38.2%	29.5%	31.6%	39.5%	46.3%	40.5%	43.2%	45.0%	56.8%	43.1%	55.6%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL, 1982," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

CHRONICLE SURVEY

Men's and Women's 1982-83 Salaries Compared

	Public institutions				Private institutions				All institutions			
	Average (a)	Increase (b)	High (c)	Low (d)	Average (a)	Increase (b)	High (c)	Low (d)	Average (a)	Increase (b)	High (c)	Low (d)
Ph.D.-granting universities												
Men	$29,602	7.2%	$35,836	$23,368	$35,506	9.5%	$44,497	$26,514	$31,668	8.0%	$38,867	$24,469
Women	24,333	7.0%	30,327	18,340	24,013	10.7%	28,877	19,148	24,221	8.3%	29,819	18,623
Women's amount as percentage of men's	82%	97%	85%	78%	68%	113%	65%	72%	76%	104%	77%	76%
Comprehensive institutions (e)												
Men	$26,045	7.8%	$31,504	$20,585	$23,630	8.8%	$28,325	$18,934	$25,678	8.0%	$31,021	$20,334
Women	23,679	8.2%	28,226	19,131	20,447	9.2%	23,539	17,355	23,188	8.4%	27,514	18,861
Women's amount as percentage of men's	91%	105%	90%	93%	87%	105%	83%	92%	90%	105%	89%	93%
Institutions granting bachelor's degree only												
Men	—	—	—	—	$22,710	8.3%	$28,266	$17,154	$22,710	8.3%	$28,266	$17,154
Woman	—	—	—	—	18,747	9.3%	22,121	15,373	18,747	9.3%	22,121	15,373
Women's amount as percentage of men's	—	—	—	—	83%	113%	78%	90%	83%	113%	78%	90%
2-year colleges												
Men	$24,609	5.9%	$29,542	$19,676	—	—	—	—	$24,609	5.9%	$29,542	$19,676
Women	23,234	6.3%	27,584	18,883	—	—	—	—	23,234	6.3%	27,584	18,883
Women's amount as percentage of men's	94%	107%	93%	96%	—	—	—	—	94%	107%	93%	96%
All institutions												
Men	$26,751	7.1%	$32,302	$21,200	$29,074	9.0%	$36,117	$22,031	$27,357	7.6%	$33,298	$21,417
Women	23,756	7.3%	28,703	18,809	21,630	10.0%	25,668	17,593	23,201	8.0%	27,911	18,492
Women's amount as percentage of men's	89%	103%	89%	89%	74%	111%	71%	80%	85%	106%	84%	86%

Comparisons by Discipline

	Women	Men
Arts		
Average salary (a)	$22,657	$24,456
Increase (b)	7.6%	7.4%
High (c)	$29,167	$30,075
Low (d)	16,147	18,837
Salary ratio (e)	93%	100%
Business		
Average salary (a)	$22,083	$29,040
Increase (b)	7.4%	6.7%
High (c)	$26,155	$34,930
Low (d)	18,012	23,149
Salary ratio (e)	76%	100%
Engineering		
Average salary (a)	—	$30,313
Increase (b)	—	8.5%
High (c)	—	$35,775
Low (d)	—	$24,851
Salary ratio (e)	—	100%
Humanities (f)		
Average salary (a)	$22,184	$25,494
Increase (b)	7.9%	6.7%
High (c)	$28,583	$31,256
Low (d)	15,785	19,733
Salary ratio (e)	87%	100%
Physical education		
Average salary (a)	$22,903	$25,768
Increase (b)	7.6%	6.1%
High (c)	$27,580	$30,978
Low (d)	18,225	20,558
Salary ratio (e)	89%	100%
Science		
Average salary (a)	$22,601	$27,850
Increase (b)	8.7%	6.9%
High (c)	$28,104	$32,982
Low (d)	17,099	22,718
Salary ratio (e)	81%	100%
Social science		
Average salary (a)	$25,177	$26,896
Increase (b)	7.0%	9.6%
High (c)	$31,250	$33,250
Low (d)	19,104	20,542
Salary ratio (e)	94%	100%
Vocational (g)		
Average salary (a)	$21,667	$24,310
Increase (b)	6.0%	6.0%
High (c)	$26,849	$29,032
Low (d)	16,486	19,589
Salary ratio (e)	89%	100%

(a) Salary averages are for base salary only. They do not include fringe benefits, other earnings, or the value of contributed services. Salary figures for faculty members employed on other than nine-month contracts are adjusted to a nine-month basis.
(b) Increase of average salary for 1982-83 over average for 1981-82, and the women's rate of increase as a percentage of the men's rate.
(c) About one-fifth reported salaries higher than the "high" salary (mean salary plus one mean deviation).
(d) About one-fifth reported salaries lower than the "low" salary (mean salary minus one mean deviation).
(e) Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
(f) Includes language, literature, and communications.
(g) Includes home economics, health, and nursing.
— Insufficient data.

Note: Survey data are based on responses of 4,235 faculty members who offered courses from the fall of 1980 through the fall of 1982. To include faculty members newly hired, the sample was drawn from faculty lists that were revised in September, 1982.
Data are weighted to represent faculty members at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students.
Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Planning Academic Meetings *Continued from Page 23*

sociate professor of history at Miami University in Ohio.

Last fall, he says, he lined up 12 speakers and sent out announcements for a proposed symposium on Lyndon B. Johnson, only to discover that no foundation was willing to back such a program outside Texas. (Although papers submitted for the conference were published, the conference itself had to be canceled.)

▶ **Choose topics that work.** "You've got to have lots of enthusiasm for the topic; otherwise the work is drudgery," says Mr. Mulvaney. Some groups ask members to suggest future topics on meeting registration forms. Others keep in touch with developments in their fields by including the editors of scholarly journals on their planning committees.

▶ **Use large planning committees to distribute the necessary workload.** Some meeting specialists also recommend enlisting students in the process, but Texas's Mr. Hackett says it's essential that students be given important work to do, not just clerical chores.

▶ **Arrange for adequate telephone backup and local publicity.** Professors are often hard to reach by telephone, says Mr. Snow of Potsdam, so they may not be able to handle inquiries from prospective conferees. Department secretaries thus should be prepared to answer key questions, he advises, or else people may lose interest in your program before they speak to you.

And don't overlook your own campus in seeking registrants, Mr. Snow says. Meeting organizers often devote too little time to publicizing the event locally. Other registrants can be attracted by adding scholars in related fields to your mailing list. Political scientists, for example, may well be interested in programs run by a philosophy department.

▶ **Select speakers carefully.** Getting the right mix of speakers depends on "hard work and serendipity," Mr. Snow says. But much of the guesswork can be eliminated if organizers consult with colleagues who have heard a speaker at other conferences. Choosing someone merely on the basis of his paper can backfire, Mr. Snow adds, because good writers are not necessarily good speakers.

Even established members of a discipline may not always make strong presentations. Often the best speakers are "young, energetic, hungry scholars" who are eager to have their research disseminated, says Mr. Jackson.

To avoid overlapping presentations and add coherence to the conference program, organizers should encourage speakers to get in touch with each other well ahead of time, Mr. Mulvaney suggests.

Donnie D. Bellamy, a history professor at Fort Valley State College, says he holds training sessions for speakers several weeks before a conference. At those sessions, the speakers share their outlines with one another and discuss how they will approach the topic.

▶ **Schedule time for informal contacts.** Besides listening to speakers, most participants in scholarly meetings expect to meet new people. Starting the conference with a social event, such as a cocktail hour or film festival in the early evening, is strongly endorsed by meeting planners.

Arranging catered lunches and dinners near the conference site can also promote informal meetings. (By keeping all the participants together, you'll also be better able to get participants back to post-meal meetings on time, planners say.)

▶ **Let the experts handle budgeting and administrative details.** "It's much better if you can have the money handled through another university office accustomed to finances," Mr. Snow advises. Find out ahead of time how your institution handles speakers' fees, registration payments, receipts, and other financial matters.

Developing a budget is probably the most difficult task that academic conference planners face. Ms. Dacus of the University of Minnesota says people are often unrealistic about program costs and fail to budget enough money for extra expenses, such as medical bills for conference participants who get sick and delivery charges for conference materials.

▶ **Anticipate last-minute complications.** Even a well-planned conference can be ruined by last-minute cancellations by speakers, bad weather, equipment breakdowns, and other unforeseeable events. Conference coordinators may therefore wish to leave themselves free of specific responsibilities during the meeting so they can act as "troubleshooters."

Finding suitable substitute speakers, for example, is relatively easy on a university campus, says Mr. Snow. When a scheduled speaker had to drop out of his symposium at Potsdam, Mr. Snow managed to get a professor from his own campus to stand in—and ended up saving on travel and hotel expenses.

"If you've done your planning, don't get frazzled," says Ms. Dacus. "People are receptive and understanding. They realize some things are beyond your control."

▶ **Ask participants to evaluate the program.** Many organizers who have not done so say they wish they had. Written evaluations can then be passed along to next year's conference chairman.

▶ **Get outside help.** Most universities have professional meeting planners on their staffs, frequently in alumni offices and continuing-education divisions. Many charge a fee to plan entire meetings, but sometimes their staff members will provide free advice. Local chambers of commerce and tourist bureaus also will advise academics and can provide maps, hotel and restaurant guides, and transportation tips.

In addition, campus news services are often able to help with publicity and advertising for campus events.

Solution to Last Week's Chronicle Acrostic

"Faculty members often distrust those whose interests cross territorial lines, arguing that interdisciplinary concerns detract from the work they deem the most important: the knowledge and methodology of their own disciplines."—S(usan) Parr, The Moral of the Story.

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News Summary

Articles on inside pages

The revised code of canon law signed by Pope John Paul II may give Catholic bishops greater control over the teaching of theology at some colleges. Story on Page 9.

Financial chaos has been predicted at Michigan's public colleges if budget cuts proposed by Gov. James J. Blanchard go into effect. Story on Page 12.

The Justice Department has urged the Supreme Court not to review an appeals-court ruling requiring Grove City College to certify that it will comply with federal anti-sex-bias law. Story on Page 13.

The nursing shortage of the 1960's and 1970's has been virtually eliminated, a committee of the Institute of Medicine reports. Story on Page 15.

Students have control over athletic-department budgets at 12 campuses of the University of Wisconsin and 17 campuses of the State University of New York. Story on Page 17.

The search for a new president has become a more open and complex process at many colleges in recent years. Story on Page 21.

Few colleges have decided to pull out of the Social Security system, despite worries over its future. Story on Page 21.

Woman scientists have been brought "out of the footnotes and into the text" in a new study published by the Johns Hopkins University Press. Story on Page 25.

A Jewish mathematician who documented cases of anti-Semitism at Moscow State University has been sentenced to five years' internal exile. Story on Page 19.

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Testing-Service Head Hits NCAA's Academic Rules

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS
Educational Testing Service's Gregory R. Anrig

By N. SCOTT VANCE

The president of the Educational Testing Service has joined civil-rights leaders and presidents of black colleges in criticizing new academic requirements for athletes that they say will discriminate against members of minority groups.

The E.T.S. develops and administers the country's most widely used admissions examination, the Scholastic Aptitude Test.

Gregory R. Anrig, president of E.T.S., said he opposed the rule adopted by the National Collegiate Athletic Association at its annual convention last month because it will require students to have earned a minimum standardized-test score to take part in intercollegiate sports in the freshman year. The proposal, which is scheduled to take effect in 1986 and applies to the 277 colleges in the N.C.A.A.'s Division I, will also require students to have a minimum grade-point average in a specified high-school curriculum.

Mr. Anrig offered the N.C.A.A. and the American Council on Education, which was instrumental in drafting the new rule, the assistance of E.T.S. and the College Board in considering alternatives that would not discriminate against blacks.

Unanticipated Effects

While he praised the N.C.A.A.'s effort "to address this issue of standards for athletes," he said the "use of a fixed cutoff score on national standardized admissions tests will have effects that may not have been fully realized before this decision was reached."

If the new requirements had been in effect in 1981, he said, 51 per cent of all black male freshmen would not have qualified for athletic competition at N.C.A.A. Division I institutions because

Continued on Page 18, Column 2

Reagan Eyes Student-Aid Changes, Modest Cuts in Guaranteed Loans

Work-study funds would be increased by 60 pct.

By JANET HOOK

WASHINGTON

The Reagan Administration was putting the finishing touches last week on student-aid proposals that would:

▶ Make only modest changes in the Guaranteed Student Loan program, compared with the substantial reductions sought a year ago.

▶ Freeze total federal spending on programs other than Guaranteed Student Loans.

▶ Allow needy students to get bigger Pell Grants but require them to put up some of their own money to pay for college.

▶ Increase funds for College Work-Study by almost 60 per cent.

▶ Provide no money for three other student-aid programs.

▶ Give tax breaks to parents who put money into special savings accounts for college expenses.

Most of those proposals are expected to be outlined in the budget that President Reagan is sending to Congress this week.

Announcing the outlines of the savings proposal in his State of the Union address, President Reagan said the plan would "give middle- and lower-income families an incentive to save for their children's college education and, at the same time, encourage a real increase in savings for economic growth."

White House documents now indicate that the savings-account plan will not be modeled on Individual Retirement Accounts, as was proposed earlier. Parents would pay income taxes on the money they deposit in the accounts, but the interest income would be tax-exempt.

Administration sources said the tax-incentive plan and the Education Department's student-aid proposals were intended to promote the Administration's view that students and their families should bear the primary responsibility for financing college education.

Hope for More Support

When that policy was advocated by the Administration last year, critics contended it was simply an excuse for cutting the federal budget—and the President's proposals were virtually ignored on Capitol Hill. But this year, since the White House is not proposing an overall reduction in federal spending, officials say they hope the plans to revamp student-aid policy will win greater support in Congress.

If Congress does approve the Adminis-

Continued on Page 14, Column 1

Universities Trim Research Programs in Agriculture

By KIM McDONALD

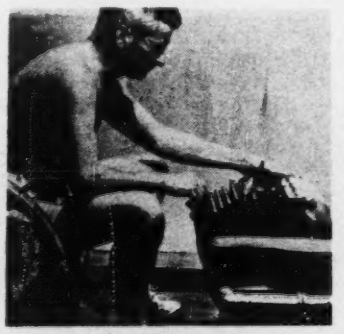
When the University of Florida's Institute of Food and Agricultural Sciences received an extra $10-million from the state in the three years from fiscal 1979 through 1981, scientists there expanded research programs, purchased new equipment, and hired more laboratory technicians.

This year, under the state's hold-the-line budget, the situation is markedly different. The institute has trimmed operating expenses, reduced the number of temporary employees, limited travel for scientists, and eliminated about $2-million worth of research programs.

Similar changes are taking place across the country as the continuing economic recession diminishes state revenues and forces reductions in agricultural research and education programs at state land-grant institutions. For example:

▶ At Oregon State University, a drop of nearly $4.5-million in state support for its

Continued on Page 10, Column 1



Scholars Are Assessing Writers in Hollywood

Writing movie scripts for Hollywood proved to be a difficult task for many authors, including William Faulkner, left. Yet some of the greatest American writers of this century did such work. Many literary scholars are interested in that phenomenon and are giving it serious study.

Article begins on Page 7.

Agriculture Continued from Page 1

agricultural-experiment station over the past three years forced administrators there to reduce the number of faculty members by 15 per cent and cut back research on nursery crops, the fourth largest agricultural enterprise in the state.

▶ At Ohio State University, state budget reductions begun two years ago have cut out more than a quarter of the 46 faculty positions in the department of agricultural economics and rural sociology. In that same period, a $250,000 cut in the budget of Ohio State's poultry-science department forced administrators to eliminate some research projects, which scientists there warn could eventually result in higher chicken and turkey prices for consumers.

▶ Dwindling state revenues and a 17.6-per-cent unemployment rate in Michigan have led to a 21-per-cent cut in state funds for agricultural research at Michigan State University for fiscal 1983. Researchers may face an additional cut of from 3 to 5 per cent this month.

Not all of the agricultural-experiment stations operated by the land-grant institutions have had their state funds reduced, and, at some, cuts have been offset by a slight increase in federal support.

But the states generally provide the lion's share of funds for the stations—typically about four times the amount received from the federal government—and at many stations, directors say, state support is steadily shrinking.

The most recent statistics compiled by the U.S. Department of Agriculture show that 12 states—mostly in the North and Midwest—provided less money for agricultural-experiment stations in fiscal 1981 than they did in fiscal 1980.

A recent report by the National Governor's Association and the National Association of State Budget Officers found that all but 7 of the 41 states they surveyed had reduced overall spending in fiscal 1982 or fiscal 1983. In addition, according to the report, revenues in the current year fell nearly $8-billion short of the amount state budget officials had estimated last spring.

In Georgia, for example, a shortfall in state revenues of nearly 3 per cent last year prompted a $572,000 cut at the University of Georgia's agricultural-experiment station, which had received generous appropriations in the past.

"This is the first time in my 10 to 12 years here that we had a cut from the state," said E. Broadus Browne, director of the station and associate dean of Georgia's college of agriculture.

'Less Worse'

Agriculture is by no means the hardest-hit state-supported enterprise. Because governors and legislators in many states have recognized the importance of agricultural research to state economies, university officials say, money for state agricultural-experiment stations has often been cut less than in other areas. With added support from the federal government, private industry, and foundations, they add, the financing of agricultural-research programs has sometimes fared "a shade better" than that for other research and education activities at land-grant institutions.

"More accurately, it's 'less worse,' " said Mark T. Buchanan, director at large of the Western Association of Agricultural Experiment Station Directors.

Funds for Agricultural-Experiment Stations

State	Experiment station	Hatch Act funds (add 000)	State appropriations (add 000)	All funds (add 000)
Alabama	Auburn	$2,303	$ 7,320	$17,014
Alaska	Fairbanks	631	1,895	3,022
Arizona	Tucson	854	9,715	16,705
Arkansas	Fayetteville	1,957	10,397	16,713
California	Berkeley	2,478	61,495	87,652
Colorado	Fort Collins	1,134	6,470	27,125
Connecticut	New Haven	487	1,640	2,319
	Storrs	487	1,409	2,240
Delaware	Newark	676	1,720	3,527
D.C.	Washington	67	0	113
Florida	Gainesville	1,566	34,570	45,282
Georgia	Athens	2,520	21,378	27,841
Hawaii	Honolulu	674	6,312	9,230
Idaho	Moscow	1,053	4,813	10,194
Illinois	Urbana	3,095	8,013	17,830
Indiana	Lafayette	2,831	11,364	27,003
Iowa	Ames	2,920	8,432	21,229
Kansas	Manhattan	1,826	10,851	24,179
Kentucky	Lexington	2,890	8,382	12,429
Louisiana	Baton Rouge	1,817	17,393	25,103
Maine	Orono	946	1,663	5,723
Maryland	College Park	1,307	4,469	6,958
Massachusetts	Amherst	1,143	2,027	4,821
Michigan	Lansing	2,860	8,982	18,684
Minnesota	St. Paul	2,768	18,386	27,594
Mississippi	State College	2,416	12,285	23,237
Missouri	Columbia	2,685	8,001	17,498
Montana	Bozeman	1,005	3,610	9,472
Nebraska	Lincoln	$1,702	$ 9,712	$25,971
Nevada	Reno	620	2,381	4,648
New Hampshire	Durham	761	1,114	2,514
New Jersey	New Brunswick	1,124	8,263	13,606
New Mexico	University Park	885	1,995	3,606
New York	Ithaca	2,551	12,936	35,140
	Geneva	279	4,148	6,015
North Carolina	Raleigh	3,832	22,149	35,039
North Dakota	Fargo	1,268	10,499	15,189
Ohio	Wooster	3,381	13,757	19,458
Oklahoma	Stillwater	1,755	6,030	11,788
Oregon	Corvallis	1,311	8,884	19,629
Pennsylvania	University Park	3,406	6,756	14,688
Rhode Island	Kingston	629	950	2,817
South Carolina	Clemson	1,987	9,159	11,715
South Dakota	Brookings	1,295	3,480	7,029
Tennessee	Knoxville	2,831	5,982	16,378
Texas	College Station	3,588	20,666	36,589
Utah	Logan	781	4,225	8,196
Vermont	Burlington	811	1,036	2,509
Virginia	Blacksburg	2,429	12,106	22,343
Washington	Pullman	1,497	8,559	20,072
West Virginia	Morgantown	1,556	1,597	4,497
Wisconsin	Madison	2,777	13,662	28,222
Wyoming	Laramie	747	2,191	3,837
Guam	Agana	422	364	877
Puerto Rico	Rio Piedras	2,658	5,231	9,850
Virgin Islands	St. Thomas	294	160	500

All figures are for fiscal 1981

SOURCE: U.S. DEPARTMENT OF AGRICULTURE

But in some cases, it's much worse.

Raymond J. Miller, dean of the college of agriculture and director of the state agricultural-experiment station at the University of Idaho, said that since fiscal 1980 the state had cut $2.3-million from his budget for research and extension-service programs. Partly because the experiment station does not benefit from the fee increases that have been imposed on students at the university, he said, he has lost 82 positions in research and extension programs. Eleven tenured faculty members were let go.

Many other experiment stations and colleges of agriculture have not been able to fill the positions of faculty members who quit or retired.

At both the college of agricultural science and the experiment station at Clemson University, for example, 14 faculty positions and 38 support-staff positions are unfilled.

Washington State University and the University of Wisconsin at Madison each have 30 teaching and research positions vacant in their agricultural programs. Michigan State has left vacant 16 research and teaching positions and 35 extension-service positions.

Although many institutions have been able to avoid laying off faculty members by leaving positions unfilled when faculty members leave or retire, that has sometimes resulted in vacancies' being concentrated in specific programs and departments, which then must reduce the number of their graduate students accordingly.

"If I could give advice to anyone, I would say don't be so unlucky as to have a lot of faculty members who are nearing retirement age," said David H. Boyne, chairman of Ohio State's department of agricultural economics and rural sociology, which lost 12 faculty positions during the past two years.

Mr. Boyne said that because of losing those faculty members he had been forced to reduce the number of graduate students in his department by 17 per cent.

Sylvan H. Wittwer, director of the agricultural-experiment station at Michigan State, said cuts in the number of faculty members there also had required a 20-per-cent reduction in the number of graduate students.

If budget cutbacks continue this year, Mr. Wittwer added, Michigan State's college of agriculture may have to reduce its graduate enrollment—normally 600 students—by 50 per cent.

Extension Services Hurt

Not only have state cuts limited research and education activities; they also have affected the amount of information and expert help the state experiment stations can provide to farmers through their cooperative extension service.

Because of forced economies in Idaho, Mr. Miller said, programs to help farmers grow better potatoes and improve their animals' health have been eliminated, as has research needed on seed physiology and soil.

The cuts in state budgets have also disrupted the continuity of many long-term research projects that agricultural scientists engage in.

"You have to wait nine months to complete research on cow reproduction," said Edwin Kersting, dean of the University of Connecticut's college of agriculture and director of its experiment station at Storrs, where research was disrupted by a 5-per-cent reduction in state revenues this year. "And there's only one growing season in Connecticut," he said.

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At Michigan State, Mr. Wittwer noted, delays or termination of plans to upgrade his station's research equipment and facilities, in addition to the loss of graduate students and technicians, are "having a major impact on our ability to recruit top scientists."

Michigan State is now constructing a plant-science and horticulture building that James H. Anderson, dean of the college of agriculture and natural resources there, hopes will increase the institution's involvement in such areas as the use of genetic-engineering techniques to produce new kinds of crops.

As part of that plan, Mr. Anderson said, his institution hopes to offset reduced state support with increased competitive-grant support from federal agencies such as the National Science Foundation and the National Institutes of Health. When additional support is available, he added, he plans to fill positions so that researchers can work on gene splicing and study economically important crops.

"We're trying to build programs at the same time that we're retrenching," Mr. Wittwer said.

At Oregon State, John R. Davis, director of its experiment station and associate dean of the school of agriculture, plans to take similar actions.

Reducing the number of agriculture-faculty members means fewer researchers available to write grant proposals to obtain more revenue, Mr. Davis said, but "our faculty members are becoming more aggressive" at seeking outside sources of funds. He said that while the experiment station had dropped many research projects in production, such as viticulture and grass seeding, it was trying to maintain its basic research activities and hoped to expand in such areas as genetic engineering, pest management, and the development of new crops.

Relying More on Grants

Despite recent criticism from the White House and Congress that the agricultural-research system fosters "inadequacies in the quantity and quality of basic research," many experiment-station directors faced with limited or decreasing budgets say they are seeking more support for basic research.

"The trend in the last several years is to rely more and more on grant funds," said Bill R. Baumgardt of the agricultural-experiment station he directs at Purdue University. The station increased its total revenues by 5 per cent this year over fiscal 1982, partly with money from grants.

Mr. Baumgardt, also associate dean of the school of agriculture, said grants from federal agencies, the state, and industry account for about 36 per cent of the budget at Purdue's agricultural-experiment station.

Among the institutions that have been most successful in expanding research programs despite diminishing state funds or, at best, meager increases are Cornell University's experiment stations at Ithaca and Geneva, N.Y.

Although support from New York State has not kept up with inflation for the past 5 years, said Alexander C. Davis, acting director of the Geneva station, "our budgets have been increasing. We're eating up inflation by going outside" to obtain grants from federal agencies, chemical companies, and even foreign countries, such as Israel. Such actions, he said, have increased the station's total budget from $6-million a few years ago to $9-million last year.

Mr. Davis said Cornell had made an effort to expand its outside support because New York had experienced fiscal problems long before many other states, and because Cornell gets relatively few federal funds because of the Hatch Act's formula for computing such support, which is based on rural population and the number of farms. New York has a relatively small rural population, so the Geneva station gets only 10 per cent of its revenue from the federal program.

However, Mr. Davis said, outside support should not be allowed to distort the primary mission of the experiment station, which is to improve the state's agricultural enterprise.

"Our people design projects to satisfy the granting agency, and sometimes it's difficult to justify why we're in that area," he said.

For example, researchers at Geneva conduct studies on insects "that have no relationship to the state," he said, and have done a substantial amount of research on soybeans, which is a minor crop in New York.

But Lamb Hood, associate director of Cornell's Ithaca station, disagrees, saying that such research can eventually be applied to New York's agricultural problems.

Through research on the sticky leaves of potato plants in Peru, for example, he said, Cornell scientists developed a strain of New York potatoes able to resist the Colorado potato beetle by trapping the insect in its leaves.

Increasing competitive grants "is a two-edged sword," said Mr. Baumgardt of Purdue. "We have turned down some outside funding because we thought it was not in the public interest. But we're looking for all possible ways to interest government and industry sources."

Guggenheim Fellowships: Berkeley Gets 331 in 18 Years

Faculty members at the University of California at Berkeley have won more Guggenheim Fellowships than those at any other university, according to a report from the John Simon Guggenheim Memorial Foundation covering the years from 1964 through 1981.

Following are the top 25 universities and the number of their faculty members receiving Guggenheim Fellowships over the 18-year period:

U. of California, Berkeley	331
Harvard U.	229
Columbia U.	206
Yale U.	177
Stanford U.	150
U. of California, Los Angeles	143
Cornell U.	126
U. of Pennsylvania	126
Princeton U.	123
U. of Chicago	120
U. of Illinois	111
U. of Wisconsin, Madison	107
Massachusetts Inst. of Tech.	99
U. of Michigan	94
U. of California, San Diego	85
New York U.	83
U. of Washington	79
Indiana U.	76
Brown U.	60
U. of Minnesota	53
U. of Texas	52
U. of Toronto	49
Brandeis U.	48
U. of California, Davis	44
Northwestern U.	42

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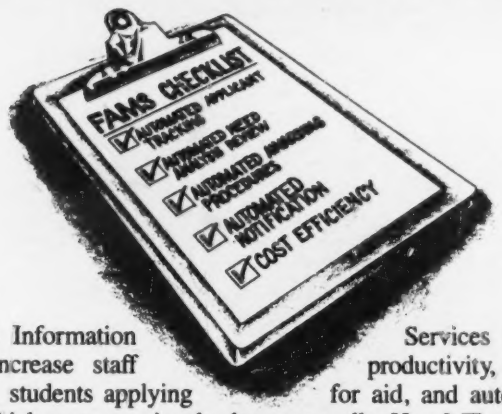

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